

A STUDY OF PRINCIPAL ROLES AS PERCEIVED BY ELEMENTARY  
TEACHERS IN THE DES MOINES PUBLIC SCHOOLS

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by  
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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Introduction . . . . .	1
The Problem . . . . .	2
Statement of the problem . . . . .	2
Significance of the study . . . . .	2
Definitions of Terms Used . . . . .	3
Elementary school . . . . .	3
Principal . . . . .	3
Teacher . . . . .	3
Authoritarian principal . . . . .	4
Democratic principal . . . . .	4
Inactive principal . . . . .	4
Procedures Used in the Study . . . . .	4
Methodology of research . . . . .	4
Plan of presentation and analysis . . . . .	6
Limitations of the Study . . . . .	7
II. REVIEW OF THE LITERATURE . . . . .	8
The Changing Role of Today's Elementary Teacher . . . . .	10
The Changing Role of Today's Elementary Principal . . . . .	10
The Changing Teacher-principal Relationship . . . . .	16

## CHAPTER

## PAGE

Four Areas of Consideration within the Public	
Elementary School . . . . .	21
The school curriculum . . . . .	22
Personnel within the school . . . . .	28
School services and school plant . . . . .	30
The community aspect of the school . . . . .	34
III. PRESENTATION AND ANALYSIS OF DATA . . . . .	38
The School Curriculum . . . . .	39
Curriculum improvement . . . . .	39
Curriculum in-service within the school . . . . .	40
Curriculum revisions . . . . .	40
Scheduling of classes . . . . .	41
Evaluations of present program . . . . .	41
Implementation of curriculum workshops . . . . .	42
Personnel in the School . . . . .	43
Orientation of new and student teachers . . . . .	43
Development of staff morale . . . . .	43
Utilization of staff . . . . .	44
Communication with custodial staff . . . . .	44
Intra school communication . . . . .	45
Establishing school standards . . . . .	45
Planning faculty meetings . . . . .	46
Assigning children to teachers . . . . .	46
Keeping pupil records . . . . .	47

## CHAPTER

## PAGE

Applying district "policy on discipline" . . .	47
Parent-school communications concerning	
discipline cases . . . . .	47
"Guidance" in the school . . . . .	48
Referring pupils to specialized staff	
personnel . . . . .	49
Utilization of library funds . . . . .	49
Utilization and choice of Audio-Visual	
equipment . . . . .	50
Communication concerning new instructional	
aides and supplies . . . . .	51
Choosing building furniture and equipment . . .	51
Requesting new equipment and supplies . . .	52
Choosing the most effective utilization of	
all school facilities . . . . .	52
Community Aspect of the School . . . . .	53
Informing parents of school policy and	
their obligations toward the school . . .	53
Communication between school and PTA . . .	53
Inviting people from the community into	
the school . . . . .	54
Community utilization of school facilities	
outside school hours . . . . .	54
Developing a school policy handbook . . .	55

## CHAPTER

## PAGE

An Overview of the Four Areas of Consideration	56
The school curriculum . . . . .	56
Personnel in the school . . . . .	57
School services and the school plant . . .	59
The community aspect of the school . . .	61
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	65
Summary . . . . .	65
Conclusions . . . . .	67
Recommendations . . . . .	68
BIBLIOGRAPHY . . . . .	70
APPENDIX A. Questionnaire on Principal Roles . . .	75
APPENDIX B. Letter Accompanying Questionnaire . . .	78

# LIST OF TABLES

TABLE	PAGE
I. Percentages of Des Moines Elementary Teachers Ranking their Principals' Roles in Making Decisions as Authoritarian, Democratic, and Inactive in the Area of the School Curriculum . . . . .	58
II. Percentages of Des Moines Elementary Teachers Ranking their Principals' Roles in Making Decisions as Authoritarian, Democratic, and Inactive in the Area of Personnel in the School . . . . .	60
III. Percentages of Des Moines Elementary Teachers Ranking their Principals' Roles in Making Decisions as Authoritarian, Democratic, and Inactive in the Area of School Service and School Plant . . . . .	62
IV. Percentages of Des Moines Elementary Teachers Ranking their Principals' Roles in Making Decisions as Authoritarian, Democratic, and Inactive in the Area of the Community Aspect of the School . . . . .	64

## CHAPTER I

### INTRODUCTION

#### I. INTRODUCTION

Change has been a dominant characteristic of the human race from its beginning in history, but never has change occurred so rapidly as it has during the 20th century. This change has even accelerated more rapidly in the last few years. Many conditions and factors have contributed to this rapid development. The pace set by today's computerized and rocket-powered age has increased man's potential for communication beyond the comprehension of a large portion of the American populace. Hicks said, "Schools, quite naturally, find it difficult to adjust their programs rapidly enough to correspond to the pace of change in other areas of human activity."<sup>1</sup> Hicks continued:

An educated people are much more likely to find new solutions to their problems . . . (education) . . . has been primarily instrumental in producing leaders in all fields of the physical and social sciences. In turn, such leaders have had a considerable effect on the kinds of change which have occurred in this area.<sup>2</sup>

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<sup>1</sup>Samuel J. Hicks, Educational Supervision in Principle and Practice (New York: The Ronald Press Company, 1963), p. 434.

<sup>2</sup>Ibid.



## II. THE PROBLEM

Statement of the problem. Elementary principals of the Des Moines, Iowa, Public Schools are able to exercise the authority they hold in many ways. It is the purpose of this study to determine if the roles of the principal concerning decision-making as perceived by teachers of the Des Moines public elementary schools is of one of three types: authoritarian, democratic, or inactive.

Significance of the study. In today's society, the changes and renewals within the school system are going to have to be consistent and effective in order to meet the demands of a changing society in which children are and are going to be living. In order for today's schools to be effective, there may be needed a vast re-structuring within the school system itself. Re-structuring of any organization involves primarily the administrative body of that organization. Therefore, in each public elementary school, the re-structuring lies basically in the hands of the principal or head administrator.

Since each principal in the Des Moines schools is assigned a building responsibility (two buildings in some cases), he is in a position to act as "administrator" to that school in one of several ways: he may be an "authoritarian," a "democratic," or an "inactive" principal. Even

though there is only one chief administrator in each school, basic and continued re-structuring will only be effective within the school with the cooperation of the teaching staff in that school since the staff's participation in the school program depends on the type of principal within that school. This study is intended to indicate a principal's role as perceived by Des Moines teachers in several public elementary schools.

### III. DEFINITIONS OF TERMS USED

The following terms appear in the context of this study and are defined here for the sake of clarity to the reader.

Elementary school. The elementary school is interpreted to specify a public elementary school in the Des Moines Independent Community School District, grades K - 6.

Principal. Principal refers to the elementary school principal of the Des Moines public schools.

Teacher. Teacher refers to a Des Moines elementary school teacher of grade kindergarten through sixth and assigned to one public school building.

Authoritarian principal. An authoritarian principal refers to the principal who assumes complete responsibility for tasks to be carried out in the school, usually making decisions concerning those tasks by himself.

Democratic principal. A democratic principal refers to the principal who welcomes suggestions by his faculty, is willing to work with them, and together they assume the responsibility of making decisions concerning tasks to be carried out in the school.

Inactive principal. An inactive principal refers to the principal who usually leaves the tasks to be carried out in the school for someone else to act upon, playing the least possible role in making decisions concerning those tasks.

#### IV. PROCEDURES USED IN THE STUDY

Methodology of research. After a review of the literature, three principal roles were distinguished, according to the way the principal is perceived by his teachers as administrative head of the public elementary school. These three types (referred to respectively as 1., 2., and 3.) have been earlier defined as authoritarian, democratic, and inactive.

Four areas of concern in the public elementary school have been distinguished as appropriate for consideration in this study. These are: (1) the school curriculum, (2) personnel in the school, (3) school services and school plant, and (4) the community aspect of the school.

From the related literature a questionnaire of thirty items was developed.<sup>1</sup> Questions one through six consider the area of "the school curriculum". Questions seven through seventeen consider the area of "personnel in the school". Questions eighteen through twenty-five consider the area of "school services and school plant". Questions twenty-six through thirty consider the area of "the community aspect of the school". For each of the thirty items, a space is provided for the subjects surveyed to indicate the role they perceive their principal to play concerning the task mentioned in that item. Do they perceive him to play: an authoritarian, a democratic, or an inactive role concerning the task and decisions involved in that task? Items 1, 4, 6, 21, 29, and 30 refer to tasks that may or may not apply to a particular school. Therefore, a "yes ☐ ; no ☐ " response may be made by the subjects surveyed on these particular items, depending upon whether that task is applicable to their schools. Numbers 6, 29, and 30 have an additional "I don't know ☐ " response available.

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<sup>1</sup>See Appendix A.

For this study, the writer was concerned with principal roles as perceived by elementary teachers in the Des Moines Independent Community School District during the 1968-1969 school year. Therefore, the population for this study was, first of all, limited to all full-time public elementary school teachers assigned to one principal in the Des Moines school system. This ruled out all teachers that traveled to several schools with different principals. With the criteria just put forth, the total population was 861 teachers. The sample chosen, at random, by the writer was one hundred teachers or 11.6 per cent of the total population.

The data were obtained from seventy-two elementary teachers in the Des Moines, Iowa, school system. Of the one hundred teachers who were sent the questionnaire, twenty-seven did not return a completed questionnaire, and one was invalidated because of insufficient data. Therefore, 72 per cent of all the sample questionnaires was used.

Plan of presentation and analysis. Textual discussion and tables were used to describe and illustrate the percentages of responses from teachers concerning the roles they perceived their principals to play regarding each task.

Textual discussion and tables were used to describe and illustrate the total tabulated responses for the four areas of

school tasks into which the thirty questions were categorized. These four areas were: (1) the school curriculum, (2) personnel in the school, (3) school service and school plant, and (4) community aspect of the school.

Data were analyzed to ascertain how elementary principals in the Des Moines schools are perceived by their teachers to operate within their schools. Data were evaluated to ascertain how principal roles as perceived by teachers in the Des Moines schools compared with desired roles as evidenced in the related literature.

#### V. LIMITATIONS OF THE STUDY

This study was limited to the elementary teachers of the Des Moines Independent Community School District. A further limitation is evidenced in the fact that 28 per cent of the population sampled are not included in the results of this study.

Consideration should also be given to factors influencing the opinions expressed by the teachers surveyed, such as: (1) personality interaction between teacher and principal, (2) size of school, and (3) facilities available in different schools.

## CHAPTER II

### REVIEW OF THE LITERATURE

Obvious trends as results of today's protean society are readily observed in the fields of business, medicine, government, and education. Since the field of education is of particular interest in this study, a brief look at the trends in legislation concerning education may be appropriate here. Robinson observed three main trends in curriculum legislation in schools.<sup>1</sup> Prior to the late 1920's, states enacted a large amount of curriculum prescription legislation which resulted mainly from efforts to bring uniformity into school programs. From the late 1920's to the early 1950's, curriculum prescription legislation was eliminated, due to strong opposition by members of the teaching profession and by lay-professional study committees. Then, from the mid-1950's on, an opposite trend came about, resulting from public concern for tightening the curriculum along more rigorous academic lines.

Currently, much federal and state legislation in the field of education concerns the financing of the public schools, in which members of a protean society receive their first formal encounter with a new and vital aspect of their

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<sup>1</sup>1. Robinson, "Legislation Influences Curriculum Development," Education Leadership, XIX (October, 1961), 27.

social environment. Robinson referred to what he termed the "Broad-Purpose Support" in legislation for federal funds for education when he said, "To avoid curriculum rigidity is to provide federal funds to states for broad educational purposes with states given wide discretion . . . how these funds are to be allocated to the districts."<sup>1</sup> An example of this is the 1965 Public Elementary and Secondary School Bill, leaving what to teach to state and local discretion.

Thus far, only general trends in curriculum as prescribed by law have been presented. Stress upon a sound and meaningful curriculum for the development of young people in a changing society is certainly worth mentioning as part of the total aspect of effective education. However, what children and young people also need in their formal learning program are people who are capable and willing to execute a total program of effective learning. This program includes, not only a well-structured curriculum in the school, but also professionally trained people who will meet the "learning" needs of those in their classrooms. These needs may be termed as the intellectual, social, and emotional needs of the individual that must be "learned" and met to the greatest extent possible in the educational setting.

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<sup>1</sup>ibid., p. 30.



The professionally trained personnel under consideration in this study are elementary classroom teachers and their principals. In today's society, the supply of effective personnel in this area does not always meet the demand for them.

# I. THE CHANGING ROLE OF TODAY'S ELEMENTARY TEACHER

Today's teachers are gaining momentum as activity-oriented members in their profession. As a group, they view their roles as indispensable in shaping the values and trends of their changing society. Right or wrong in their views as individuals, teachers today are realizing greater participation in shaping the standards of their profession. Teachers function in two ways. They perform as individuals concerning their own goals, concepts, and experiences; they also behave as members of a team with common purposes. Hicks mentioned that the degree of competence that is necessary to produce the best results is brought about by, ". . . professional preparation, in-service growth, and insightful experimentation. One of the tasks of modern supervision is that of realizing the full potentialities of teachers as individuals."<sup>1</sup>

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<sup>1</sup>Hicks, op. cit., pp. 343-344.

Manlove stated the following in regard to the emergence of teachers in conceiving their present roles in their schools:

Teachers in the public schools of today are inclined to accept leadership from the principal by virtue of his position. However, because many of our teachers are well trained--and are rapidly becoming more so--they are not bound to follow that leadership unless it is earned.<sup>1</sup>

This self-conceived concept of teachers' roles in the profession may have adverse effects on the educational system, as well as its positive aspects of awakening within the profession a sense of immediacy in activating and re-activating changes in the system to facilitate the needs of a technologically oriented society. One adverse effect may be caused by the success of the American Federation of Teachers (AFT) which has raised questions about the use of trade union techniques in promoting professional and educational standards. The AFT had doubled in the last four years, and its big growth is in the inner-city schools of large cities where working conditions are very poor. Gains for teachers themselves are quite commendable, but not necessarily consistent with the improvement of education. Janssen said that "the big-city administration and public have created the factory school: the teachers' union is the employees' response."<sup>2</sup>

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<sup>1</sup>Donald C. Manlove, "Principal Role in Improving Instruction," National Association of Secondary School Principals, XLVI (December, 1962), 1.

<sup>2</sup>Peter Janssen, "The Union Response to Academic Mass Production," Saturday Review--Educational Supplement (October, 1967), 66.

Many people are concerned with the effects of the changing role of today's teachers. Education for their children is one of the basic provisions people make in the course of their lives. Teachers should take a critical view of what they want and expect as professionals, that is, as professional educators.

## II. THE CHANGING ROLE OF TODAY'S ELEMENTARY PRINCIPAL

A look into some problems of the elementary principal will indicate the type of role he plays in the whole system of education. In Horton's study of problems of beginning elementary principals,<sup>1</sup> he found that of 2,042 problems which were classified, over one-half of the principals were found to have had problems in the first two categories:

1. Trying to distribute time among teaching duties, extracurricular activities, and administrative and supervisory duties.
2. Establishing and maintaining good relations with staff personnel.

On another scale,<sup>2</sup> three common reasons for principal-failure were:

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<sup>1</sup>Paul A. Jacobson, William C. Leavis, and James L. Loewson, The Effective School Principal (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), p. 7.

<sup>2</sup>Ibid., p. 352.

1. Lack of professional training.
2. Failure to exercise personal qualities of tact, sympathy, friendliness, and respect for others.
3. Neglecting to participate in social and civic life of the community.

In Administrative Relationships: A Casebook, the authors stated that "consistently, school administrators have stated that their training in human relationships has been the weakest part of their preparatory program."<sup>1</sup> However, is the ability to get along with people the basic requirement in good human relations? If so, is the training program in human relations the answer?

Requirements for school administrators are much higher than ever before. Five innovations have contributed to these requirements:<sup>2</sup>

1. School administrators are the first national group of professional educators to adopt requirements for membership on completion of graduate study in accredited institutions.
2. Standards of institutions of graduate study in the field are tighter than they ever were before.
3. A code of ethics has been established, first in California, which may prove to be a guide for other states.
4. Research in educational administration is increasing.

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<sup>1</sup> Jack A. Colbertson, Paul A. Jacobson, and Theodore F. Keller, Administrative Relationships: A Casebook (Englewood Cliffs, New Jersey: Prentice Hall, 1967), p. 121.

<sup>2</sup> Willis Moore, Jr., "Things Are Happening All Over," Phi Delta Kappan, XLI (November, 1959), 43-44.

5. Added time and funds have been given to the American Association of School Administrators (AASA) by the Kellogg Foundation to further study and establish the framework for enforcing the high standards of preparation by states to meet the National Council for Accreditation of Teacher Education (NCATE) revised standards.

The administrator who accepts the proposition that, ". . . teachers do best that which they perceive to be the best, but only when certain conditions have been met,"<sup>1</sup> has the responsibility of providing the proper environment. Four terms described what this should include.<sup>2</sup> The principal must:

1. See to it that his faculty members have all possible opportunities to learn of new developments and to examine rigorously the worth of their own programs, old and new.
2. Give all possible support to reasonable experimentation in terms of staff, facilities, and time.
3. Be less concerned with conformity than with the idea that competent teachers should be doing things they believe to be superior, rather than undertaking a program structured in the atmosphere of a downtown office.
4. Be psychologically prepared to make more changes in a new program.

In pointing out the insecurity of many principals, Redfern said:

Principals may be tempted to believe that theirs is to be a diminishing role in decision making . . . they may

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<sup>1</sup>Howard R. Holt, "The Educational Uses of Change," Phi Delta Kappan, XLVI (December, 1964), 189.

<sup>2</sup>Ibid.

merely be exposing a weakness to face up to complex problems which demand an enlargement of talents.<sup>1</sup>

Concerning decision-making in school administration,

Griffiths stated:

Decision-making is related to the level of authority in a school, and decisions should be made at that level at which authority resides. The faculty should have authority in those matters that directly influence their professional behavior. The authority of the administration is that which is designated to him by the board of education.<sup>2</sup>

Does this give the faculty the power to choose their own texts and their own teaching supplies? What about grading policies? Should most decisions be made by the principals working along with their faculties in each school setting?

Many professional educators feel that supervision has progressed from inspection to democratic leadership. However, much of today's supervisory behavior has not given adequate consideration to changes that have taken place in recent years. Sybouts said:

Teachers are demanding an increased voice in decision-making, and educators are becoming more knowledgeable. . . . There should be a growing respect for demonstrated

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<sup>1</sup>George B. Redfern, "Negotiation Changes in Principal-Teacher Relationships," National Elementary Principal, XLVII (April, 1968), 25.

<sup>2</sup>Daniel E. Griffiths, Human Relations in School Administration (New York: Appleton-Century-Crofts, 1956), p. 232.

professional judgment (and) less concern for a balance of power between administration and his staff.<sup>1</sup>

### III. THE CHANGING TEACHER-PRINCIPAL RELATIONSHIP

Since, today, there is growing concern about the relationships that exist between principals and their staffs, a consideration of the types of principal roles is appropriate. The principal's role in relation to his staff may be one of three main types: (1) authoritarian, (2) democratic, or (3) inactive. Therefore, consideration will now be given to the literature related to these types of leadership. According to Culbertson, Jacobson, and Reller:

Leadership may be provided for various reasons . . . studies of leadership in small groups indicate that, in our culture, the democratic type of leadership is more effective than the authoritarian. The studies also indicate that the abdication of responsibility that is represented in 'laissez-faire' leadership results in anarchy or chaos. . . .<sup>2</sup>

What seems to be the basis for authority in a totalitarian state? Friedgood, in analyzing a mass of data on the behavior of the Russian people, has concluded that:

. . . the authority of the Russian state is based upon appeal to the unconscious. In other words, he is saying

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<sup>1</sup>Card Gybouts, "Supervision and Fear Teaching," Educational Leadership, XII (November, 1967), 158-159, 163-164.

<sup>2</sup>Culbertson, Jacobson, and Reller, op. cit., p. 112.

that an authoritarian government is one in which an individual is reduced to a state of dependence upon, and submission to, the power and the authority of the state.<sup>1</sup>

Griffiths continued to state that:

The democratic concept of authority differs most noticeably from the totalitarian in that it encourages the rational thinking of the individual and allows him the right to adhere to whatever conclusion he may reach . . . by attempting to allow all individuals to assume leadership roles when their talents permit.<sup>2</sup>

Therefore, the difference between these two types of leadership lies in the appeal to the unconscious in one and the appeal to reason in the other. The studies which Lewin and his collaborators made indicated that:

. . . in our culture, which emphasizes democratic action, the democratic type of leadership was more effective than the authoritarian. They also indicate that abdication of responsibility, or laissez-faire leadership, results in anarchy or chaos.<sup>3</sup>

In speaking of the first two types of leadership just mentioned, Hicks said that they related to the school system in the following way:

The development and expanding use of modern supervisory techniques have made it increasingly clear that the directive, authoritarian approach to supervision has very marked limitations for the improvement of instruction.

. . . . .

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<sup>1</sup> Harry F. Friedson, "On the Psychological Aspects of Authoritarian and Democratic Political Systems," American Sociologist, XLIX (1951), 440.

<sup>2</sup> Griffiths, op. cit., p. 141.

<sup>3</sup> Jacobson, Leavis, and Lordon, op. cit., p. 23.



Modern supervision places high relative value on the involvement of individual members of the group in co-operative planning, decision-making, and problem-solving.<sup>1</sup>

Hicks also stated that supervision should, "promote the democratic way of life through . . . provisions for effective group decisions. . . ."<sup>2</sup>

Elsbree and McNally emphasized looking upon the principal as being primarily an instructional leader when they stated that "Instructional leadership is coming to be looked upon as the principal's chief responsibility."<sup>3</sup> They continued by stating that a program of instructional leadership:

. . . demands of the principal greater skill in human relations; a thoroughly democratic philosophy . . .; skill in group discussion techniques; . . . a willingness to share authority and credit with others. . . .<sup>4</sup>

Subser's examination of recent research indicates that:

. . . a great number of educators hold anti-democratic attitudes. . . . Authoritarianism on the part of the school administrator increases teacher insecurity. As teacher insecurity increases, classroom authoritarianism grows. Administrators have the responsibility to . . . provide an atmosphere which will decrease teacher insecurity.<sup>5</sup>

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<sup>1</sup> Hicks, op. cit., p. 37.

<sup>2</sup> Ibid., p. 48.

<sup>3</sup> Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision (New York: American Book Company, 1959), p. 191.

<sup>4</sup> Ibid.

<sup>5</sup> Morlyn J. Subser, "Anti-Democratic Attitudes of American Educators," School and Community, LIV (December, 1967), 14-16.

Griffiths held that the authority of the school administrator was conditioned by the degree to which the faculty and, for that matter, the student body accepted his leadership. He further stated that the administrator:

. . . accepts delegation of authority from the board to much the same extent as he accepts authority from those who he leads. The democratic leader must gain the consent of the governed.<sup>1</sup>

Chase reported a study that included 1784 teachers and over two hundred school systems in forty-three states.<sup>2</sup> His findings provided some insight into the relationship between administration policies and practices and teacher satisfaction. He found these results in order of importance:

1. Freedom to plan their work (three-fourths of all teachers studied).
2. Good salaries and equipment.
3. Stimulating professional leadership, giving recognition to good work and providing opportunities to participate in making policies on salary-schedule, working conditions, and curriculum problems.

Goldbertson, Jacobson, and Reller held that, if the morale is very high in an organization, ". . . the members may disregard orders from the superior and make the system work."<sup>3</sup> Many principals, as well as leaders of other organizations, build morale by constant appraisal of work well

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<sup>1</sup> Griffiths, op. cit., pp. 121-122.

<sup>2</sup> Francis A. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, LXIII (November, 1951), 127-132.

<sup>3</sup> Goldbertson, Jacobson, and Reller, op. cit., p. 122.

done or of successful programs and innovations. Redfern found out that:

Best results (in appraisal) are obtained when a 'climate of confidence' prevails in teacher-principal relationships. It has been said that such a state of mutual acceptance in the fairness of appraisal is more important and vital than the process of mechanics of appraisal.<sup>1</sup>

Goldman and Heald found that teachers' need patterns, because of their own individual personalities, change as they gain experience, and consequently in age, in the profession. Therefore:

. . . a major goal of the principal is to help teachers utilize their personalities more effectively within the classroom rather than to attempt to promote a basic personality structure on the part of the teacher.<sup>2</sup>

Ricks stated that supervision had no meaning until it had purpose and that it was necessary for all persons engaged in the processes of supervision to recognize the nature of these purposes.<sup>3</sup> He listed five purposes of supervision:

1. To extend the vision of teachers and learners
2. To create desire for improvement
3. To unify the efforts of persons responsible for the formulation and operation of the school program
4. To increase productivity of the learner
5. To evaluate results.<sup>4</sup>

Supervision is related to the democratic concept of leadership. However, in modern supervisory practice, it is assumed

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<sup>1</sup>George T. Redfern (ed.), How to Appraise Teacher Performance (Columbus, Ohio: School Management Institution, Inc., 1962), p. 64.

<sup>2</sup>Harvey Goldman, and James E. Heald, "Teachers Need Patterns and the Administration," National Association of Secondary School Administrators, II (December, 1967), 162-3.

<sup>3</sup>Ricks, op. cit., pp. 31-32. <sup>4</sup>Ibid., pp. 32-33.

that much of the leadership that will be needed for improvement will emerge from the group itself only if the conditions for encouraging that leadership are present or are created.<sup>1</sup>

#### IV. FOUR AREAS OF CONSIDERATION WITHIN THE PUBLIC ELEMENTARY SCHOOL

Only a few years ago a principal could feel he was doing a very good job if he hired the best staff he could find, assign them to equal numbers of children throughout the grades, back them with a good librarian, and provided good clerical assistance. Only two or three years ago he could feel he was doing a good job if he added linkages to the television systems of his community or state, additional library personnel, and then organized the staff into teams for special roles.<sup>2</sup> Joyce said:

It may be now that we need to consider moving beyond this to the creation of groups of teachers and technicians working together in particular kinds of curricular systems that best suit the children in that community.<sup>3</sup>

Consideration will now be given to the literature relating to these four areas of consideration within the public elementary school:

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<sup>1</sup> Ibid., p. 33.

<sup>2</sup> Joyce Joyce, "The Principal and His Staff: The Multiple Systems' Approach to Curriculum," The National Elementary Principal, XLVIII (September, 1969), 29.

<sup>3</sup> Ibid.

1. The school curriculum
2. Personnel within the school
3. School services and school plant
4. The community aspect of the school.

The school curriculum. In the past, the two capacities referred to as curriculum supervision and curriculum development have been far removed from each other. Curriculum supervision had been carried on in the classrooms and curriculum development at the central office. Under this arrangement, the teacher was not looked upon as a contributor to either program. Spears proposed that:

Change came with the democratic movement in school administration. . . . Supervision turned off its penetrating classroom spotlight and sought to entice the teacher to step out of the classroom into co-operative group endeavors. At the same time the curriculum expert invited the teacher to participate in co-operative curriculum development. . . .<sup>1</sup>

Since the teachers of today play a more vital role in developing and supervising the curriculum than ever before, a variety of programs are currently being tried and implemented. Joyce presented a curricular program consisting of three curricular modes:

1. The cybernetic systems mode characterized by a multiplicity of preplanned materials and self-instruction by individuals or groups, perhaps by an automatic-assessment system that would feed back progress reports to the learner

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<sup>1</sup> Harold Spears, Curriculum Planning through In-service Programs (Orlwood Cliffs, New Jersey: Practice-Hall, Inc., 1957), p. 41.

2. An individual counseling program by which the learner structures his own educational goals and suggestions for encountering some types of preselected problem situations
3. A group inquiry approach in which students learn the disciplines by practicing them.<sup>1</sup>

In referring to his three-mode program, Joyce said:

It may be now that we need to consider . . . the creation of groups of teachers and technicians working together in particular kinds of curricular systems that best suit the children in the community.

. . . . .

In today's schools a teacher must be an inquiry leader, a tutor, a diagnostician, and an administrator of instructional materials.<sup>2</sup>

Traditionally, teachers had little, if any, authority in the actual evaluation and revision of the curriculum in their schools. Today, however, in the "tell it like it is" society, curriculum revisions, more than ever before, are being made when and where the need is determined. Hicks said it in the following way:

Progress in any direction must start from the point where one is. In the same manner, a staff which seeks to improve the instructional program of the school must begin with the existing level and manner of operation and seek to discover aspects of the program which most clearly reveal the need for revision.<sup>3</sup>

In regard to the evaluation of teachers and their interpretation of the curriculum in their classrooms, Elsbree

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<sup>1</sup>Joyce, op. cit., p. 27.

<sup>2</sup>Ibid., p. 29.

<sup>3</sup>Hicks, op. cit., p. 224.

and McNally offered a contrast to the philosophy that emphasized the rating of a teacher by an authority. Their concept took the pressure off the teacher and emphasized the evaluation of the total teaching-learning situation. There would be an evaluation of the learning program by the entire group, a self-evaluation by each member of the group, and an evaluation of the processes used by the group in the learning program.<sup>1</sup> The principle objective in this self-evaluation is to help the teachers develop an "attitude" of evaluating themselves. Group study is intended to stimulate such an attitude. Concerning the task of the school principal, Elsbree and McNally stated that it:

. . . is to help the members of his staff, as individuals and as members of the group, to identify weaknesses and problems in the school program, and to develop effective methods of working on them. . . . A phase of the role of the principal as leader of the program of instructional improvement is to provide opportunities for, and to encourage, evaluative procedures, and to give all possible assistance to individual teachers in their evaluations of their own work.<sup>2</sup>

When the topic of curriculum revision is discussed, the related subject of scheduling or re-scheduling concerning the curriculum makes itself heard. Jacobson, Peavis, and Logsdon stated that:

Schedule-making presents numerous problems, and the responsibility for solving them belongs to the principal, irrespective of how the schedule is actually

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<sup>1</sup>Elsbree, op. cit., p. 183.

<sup>2</sup>Ibid., pp. 186-187.

prepared. The wise principal will invariably utilize the teachers of the departmental unit concerned in the preparation of the schedule. . . .<sup>1</sup>

Later on, Jacobson, Reavis, and Logsdon stated their positions more forcefully:

In no other area of the management of the school is democratic leadership more important than in the improvement of instruction or the development of curriculum materials.

. . . . .

If the principal wishes to construct the schedule of recitations without conciliation, he is unwise. But he may develop a good schedule. If he attempts to rewrite the curriculum without the active participation of the teachers who are concerned, his efforts are doomed to failure.<sup>2</sup>

Up to this point, consideration has been given to three aspects of the school curriculum: (1) development, (2) revision, and (3) scheduling. A great deal of planning needs to be done in order to carry out these three aspects of the curriculum. Spears spoke of this planning to be carried out in organized in-service programs:

Essential to every school system is an organized program of in-service development for teachers and administrative staff. It is just as logical as the program of instruction for the pupils, it being impossible to conceive of pupil growth without teacher growth.<sup>3</sup>

In suggesting a plan which could be followed in the organization and development of in-service education as a part of the program of curriculum development, Leep, Creason, and Schilson stated:

<sup>1</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 52.

<sup>2</sup>Ibid., p. 87.

<sup>3</sup>Spears, op. cit., p. 30.



In order for teachers to function professionally--to work as, and be viewed as, more than technicians--it is essential that they participate in each phase of curriculum. The power to make decisions concerning the instructional program is a primary component of the professional teacher's role.<sup>1</sup>

In carrying out the recommendations of in-service study, the same authors continued:

To accept teachers in the role of professionals carries with it the additional obligation to recognize and support their efforts. Only then is it obvious to teachers that their involvement in curriculum study and related in-service education is accepted as being directly linked with the improvement of instructional programs.<sup>2</sup>

The administrators in a school system play a vital role in the in-service program. Jacobson, Reavis, and Logsdon stated the following facts concerning the environment set by the administration:

In-service education programs do not develop spontaneously; nor do they develop in response to autocratic decrees. A challenging and invigorating school environment is essential to professional growth and development.

. . . . .

It is a well known fact that a democratically organized and administered school provides the environment most conducive to professional growth. The elements of growth operate most effectively when the full participation of all staff members is effected.<sup>3</sup>

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<sup>1</sup>Albert G. Leep, Frank Creason, and Donald L. Schilson, "Developing More and Better In-service Programs," The Clearing House, XIV (October, 1960), 114.

<sup>2</sup>Ibid., p. 115.

<sup>3</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 373.

Workshops that are organized for the purpose of developing and improving the curriculum are oftentimes planned to include meetings of professional personnel with outside people who are able to offer assistance toward improving the curriculum. Hicks stated:

Conferences and meetings of professional personnel and others, at the state, national or local levels, may produce some very real effects on program improvement. . . . Local school systems appear to be making considerable use of the conference for bringing stimulation to the staff. Such conferences frequently are held in cooperation with one or more colleges or universities.<sup>1</sup>

Jacobson, Reavis, and Logsdon have cited a specific case in which this has been done. The Des Moines, Iowa, public schools have operated many of such workshops during the past few years. Sometimes specialists from universities or local public school systems are called upon to act as resource persons.<sup>2</sup>

In tying together the opinions expressed concerning in-service groups and workshops for curriculum revision, improvement, and its evaluation, Hicks stated that the effectiveness of the curriculum:

. . . is affected greatly by the inter-relationships of all persons who make up the educational team . . . therefore, any effective approach to curriculum study must have within it the opportunities for various members of the staff to work together, along with definite means whereby the processes of co-operative group attack on instructional problems may be further defined.<sup>3</sup>

<sup>1</sup> Hicks, op. cit., p. 246.

Jacobson, Reavis, and Logsdon, op. cit., p. 98.

<sup>3</sup> Hicks, op. cit., p. 247.

Personnel within the school. As the result of reading current literature in the area of teacher-principal relationships in building morale in the school, the reader has found that there is a general concern over the importance of the leader in working with individuals and groups in such a manner that security is not threatened. At the same time, individuality must be protected, and talents must be discovered and utilized. If these are carried out successfully, then a high level of morale is expected to be maintained.

Concerning the issue of morale and the three forms of leadership, Griffiths stated:

The laissez-faire group is . . . characterized by a lack of confidence in the attainment of goals which individual members of the group might hold, a lack of confidence in the head men in the group, and a lack of confidence in themselves as members of the group. This last point is probably the most disastrous result of laissez-faire leadership.<sup>1</sup>

The other types of leadership Griffith mentioned require some confidence in someone, so there is the necessary drive to produce something. With the hard-boiled autocrat:

This behavior results in submission on the part of the faculty, together with a smoldering resentment which is not always recognized by the subordinates. There is some irritability and unwillingness to work together, but not so much as in the laissez-faire group.<sup>2</sup>

Concerning Democratic leadership:

The democratic administrator shares with his faculty the making of decisions concerning work planning, assigning,

<sup>1</sup> Griffiths, op. cit., p. 149.

<sup>2</sup> Ibid., p. 150.

scheduling, and promotions whenever this is feasible.  
 . . . . .

The democratic group displays more enthusiasm for its work and produces at a higher rate than . . . other groups studied.<sup>1</sup>

Currently, much literature is being written concerning how faculty meetings are planned and utilized in the school. Rather than the principal calling a faculty meeting in order to make announcements to his staff concerning the operation of the school, Griffiths offered another approach:

The educational literature concurs in its opinion that ideally the school administrator should assume the role of a 'resource' person in the faculty meeting, providing the group with as much information as may be needed to help it reach a decision. It also agrees that teachers should chair the meetings and act as discussion leaders.<sup>2</sup>

Since all education is aimed toward the growth of the children in the school, consideration will now be given to the "assigning" of children and also to "discipline" in the school. Concerning the way children are assigned to teachers, Hicks said:

Aside from the problem of transition from one school unit to another, continuous attention needs to be given to the study of means whereby the day-by-day and year-by-year continuity of learning experience may be assured to a maximum degree for each child.<sup>3</sup>

This "continuous attention" requires the combined efforts of the entire teaching staff if each child is to be provided a

<sup>1</sup> ibid., pp. 143-154.

<sup>2</sup> ibid., p. 268.

<sup>3</sup> Hicks, op. cit., p. 390.

"continuity of learning experience" throughout all his school years. The writer has assumed, therefore, that a system of up-dated records should be kept on all students.

Even though the word "discipline" may refer either to the self-directed type or to that imposed upon an individual by someone else, there seems to be a consensus of opinion that discipline, itself, is necessary for a child in order for him to see an ordered arrangement of tasks and purposes in his life. There has been a real concern as to the most effective means to achieve this order in the public school. The "Principal's Problem" section of Instructor magazine contains this quote:

Just saying that pupils are discipline problems is not enough. Why they are discipline problems is the important question. The principal, along with the teachers, any special staff, and parents, if necessary, should thoroughly investigate and discuss all pertinent data.<sup>1</sup>

Therefore, the school and the home both are instrumental in providing for the discipline in the child.

School services and school plant. The necessity to provide vocational guidance and employment services has not been felt by principals of elementary schools as much as by principals of high schools. However, psychologists now hold

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<sup>1</sup>"Principal's Problem: What To Do with Excessive Troublemakers," Instructor, LXVIII (October, 1963), 27.

that many of the conflicts and maladjustments originate in the neglect of the child in his earlier years. Psychologists are also concerned over providing earlier identification of the gifted.<sup>1</sup>

In considering the role of the elementary principal in the guidance program, Jacobson, Reavis, and Logsdon stated:

. . . generally speaking, the (principals) do not regard themselves as being the chief functionaries in carrying on guidance services. Most principals are inclined to conceive of guidance as a school service in which all must participate rather than some individual's responsibility. These principals, however, set up a guidance program that is functional and that utilizes their entire school personnel in the carrying out of the various guidance services.<sup>2</sup>

In line with this same concept, Donnan and Harlan made a study of the counseling service in the elementary school.

They described counselors as:

. . . sensitive to human relationships, objective in attitude with a capacity for sympathy, accepting of others, and aware of emotional limitations. Furthermore, the counselor is seen as having exceptional respect for the individual, giving him freedom to solve his own problems. On the other hand, the administrator has been described as a person who wields immense power and influence. . . .<sup>3</sup>

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<sup>1</sup> Jacobson, Reavis, and Logsdon, op. cit., p. 231.

<sup>2</sup> Ibid., p. 242.

<sup>3</sup> L. H. Donnan and Brady Harlan, "Personality and Counselors and Administrators," The Personnel and Guidance Journal, XLVII (November, 1968), 228.

The five factors that Donnan and Harlan found to be significantly different (.0025 level) between counselor and administrator were: (1) Emotionally vs. Emotionally Stable, (2) Expedient vs. Conscientious, (3) Tough-Minded vs. Teacher-Minded, (4) Trusting vs. Suspicious, and (5) Fortbriht vs. Shrewd.<sup>1</sup> Therefore, the writer has assumed, on the basis of this study and other related literature, that the elementary principal needs to work closely with his staff to provide guidance services needed in the school.

On the various departments of pupil personnel services, the elementary school uses the school psychologist the most. Quinn referred to the school psychologist as: ". . . the psychologist concerned with and trained in the area of learning difficulties."<sup>2</sup> Miller was somewhat more specific in describing the school psychologist by his duties: ". . . individual testing and case studies, interviews, assisting in special education, and assisting in in-service training."<sup>3</sup>

In considering the role of pupil personnel services, Quinn stated that they were:

. . . staffed by specialists with the necessary expertise to deal with and help the learners in their quest for maximum self-realization.

. . . . .

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<sup>1</sup>Ibid., p. 230.

<sup>2</sup>Paul Quinn, "Importance and Nature of Pupil Personnel Services," Education, LXIX (September, 1968), 66.

<sup>3</sup>Carroll W. Miller, Guidance Services (New York: Harper and Row, 1967), pp. 327-328.

These specialists are available to aid and cooperate with the teachers as the latter fulfill the responsibilities of the area of instruction.

Only a team approach can produce the best results.  
 . . . Administration, too, must be a vital contributor to the team approach.<sup>1</sup>

The majority of elementary schools provide library services for pupils. An increasing number of these schools are developing an Audio-Visual center as part of their school library facilities. Jacobson, Reavis, and Logsdon stated that: "The teacher secures material that is closely related to the unit at hand and has it available in the classroom. . . ." <sup>2</sup> Since more and more material is being sought and purchased by elementary schools, and the materials are being made available for use on all grade levels, teachers need to know what is available for them to use in their schools. In regard to teachers taking part in choosing what should be purchased or changed in the school, Hicks stated:

Supervision should contribute to the building of high morale through . . . teacher participation and formulation of building policy . . . (and) . . . joint consideration of major physical changes such as audio-visual equipment, parking facilities. . . .<sup>3</sup>

Haylor and Traugher have listed "new-in-the-last-ten-years" items of which one is as follows: "Elementary school

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<sup>1</sup>Quinn, op. cit., p. 65.

<sup>2</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 169.

<sup>3</sup>Hicks, op. cit., p. 46.



principals will have to make better utilization of personnel and material in order to better achieve the educational objective and to improve the education of boys and girls."<sup>1</sup>

In retrospect of the related literature already written, the principal can best utilize both personnel and material by sharing the responsibility with his staff of deciding on and providing for the best means of carrying out the objectives of the school, the primary objective being the education of children.

In looking ahead toward the planning of the school plant and the most effective utilization of its facilities, Jacobson, Reavis, and Logsdon stated:

The construction of a school plant should be the last step in a program of planning which takes into consideration not only present needs but future developments as far as they can be foreseen. . . . The principal and his teacher personnel can and should make a substantial contribution to the functional planning of the school plant they will be expected to use.<sup>2</sup>

The community aspect of the school. Among educators, there are two different meanings of the term "public relations". One connotation considers public relations to be basically the measures by which the administrator and his

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<sup>1</sup>Donlis L. Haylor and James V. Traugbber, "The Changing World of the Principal As We See It," National Elementary Principal, XLVII (April, 1963), 13.

<sup>2</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 437.

staff inform the public about the purposes, plans, program, and the activities of the schools. Their major emphasis is on "selling the school" and its program through special bulletins, school papers, articles in the local press, or community meetings that are sponsored by the school system itself.<sup>1</sup>

A newer approach to public relations centers around the individual employee of the school system. With this approach, there is the basic assumption that the schools belong to the people and that they have a right to know through all the school personnel what is going on in their schools. Therefore, the responsibility rests on the part of school employees to cooperatively give the public accurate information concerning the school and its program.<sup>2</sup>

In line with this newer approach to public relations in the public schools, Naylor and Traugher, as referred to earlier, have set up a list of "new-in-the-last-ten-years" items of administrative demands in the public elementary schools. Two of these referred directly to school-community relations:

1. Growing public interest in education which means increased principal-community involvement.
2. Interpreting school board policy and state law to parents.<sup>3</sup>

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<sup>1</sup>J. Minor Wynn, Theory and Practice of Supervision (New York, Toronto: Dodd, Mead and Company, 1961), pp. 20-21.

<sup>2</sup>Ibid.

<sup>3</sup>Naylor and Traugher, op. cit., pp. 20-21.

Crossfield, in a survey of principals, found two related demands upon the school administrator:

1. The elementary school principal of the future must have far greater understanding of his community and its people, and he must have better human relation skills for working effectively with community members.
2. The principal will be the one who sets the emotional tone of the school, the community leader who pulls together agencies of a given area for educational improvement.<sup>1</sup>

Currently, much literature is being written on the "community school," enlarging this concept to include the use of school facilities outside the regular school day. The school, then ". . . should not only serve children or adolescents during the day but should be a community center in the late afternoon and evening. . . ." <sup>2</sup> Many schools have already begun to function as community centers in the areas of social, recreational, and civic activities. There is little doubt that the wider use of the school as a community facility is to be expected in the near future. Whether the school personnel or some other group directs the program will depend on the school personnel. The school principal is in a strategic position to offer direction to this movement.<sup>3</sup>

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<sup>1</sup> Ruth Crossfield, "The Changing World of the Principal As Some Larcas Principals See It," National Elementary Principal, XLVII (April, 1968), 13.

<sup>2</sup> Jacobson, Reavis, and Loysdon, op. cit., pp. 170-2.

<sup>3</sup> Ibid., p. 170.

Up to this point, consideration has been given to the administrative function of school policy. However, a distinction needs to be made between this administrative function of school policy and the policy-making itself, since they are not necessarily the same. Hicks said that:

. . . a group should be given the opportunity to share responsibility and pool resources for the development of suitable policies to guide the school program. This . . . however, should not be confused with the process of administrative implementation in which status leaders and others have assigned responsibilities.<sup>1</sup>

Therefore, the principal may be responsible for the implementation of a policy for a school that is developed by the entire school staff in a cooperative group effort.

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<sup>1</sup> ibid., pp. cit., p. 36.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

This chapter is devoted to the presentation and summarization of the data obtained from the elementary teachers sampled. The discussion of the materials follows the same sequence as that of the questions asked on the questionnaire.

The data were obtained from seventy-two teachers from the Des Moines Independent Community School District. Of the one hundred elementary teachers who were sent the questionnaire, twenty-eight did not return a completed questionnaire. The rate of return was 72 per cent.

After completion by the teachers of questionnaires the resulting data were compiled. The data relative to each task within the school are contained in this chapter in tabular form.

The teachers involved in this study were asked to rate the role their principal plays in carrying out the thirty defined tasks and the decisions that these tasks require. These tasks were considered in four areas: (1) the school curriculum, (2) personnel in the school, (3) school services and use of plant, and (4) community aspect of the school.

In each task, teachers were asked to determine the role they felt their principal plays in the following manner:

1. Principal assumes complete responsibility for the task, and usually makes decisions concerning that task by himself.
2. Principal welcomes suggestions by the faculty, is willing to work with them, and together they assume the responsibility of making decisions concerning that task.
3. Principal usually leaves the task for someone else to act upon, playing the least possible role in making decisions concerning that task.

These three roles will be regarded respectively, as stated earlier, as being of these three types: (1) authoritarian, (2) democratic, and (3) inactive.

#### I. THE SCHOOL CURRICULUM

After completion by the teachers of questionnaires the resulting data were compiled for questions one through six concerning the tasks related to the school curriculum.

Curriculum improvement. In the study of this task it was found that 13 per cent of the teachers considered their principals to play authoritarian roles regarding this task while 5 per cent ranked their principals as playing basically an inactive role regarding this task. The greater percentage (82 per cent) of the total respondents ranked their principal to be democratic regarding this task, as shown on the following page.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
1. How are improvements in the present curriculum carried out in your school?	13	82	5

Curriculum in-service within the school. In responding to this task, 4 per cent of the teachers that had curriculum in-service within their school ranked their principals as inactive. Twice as many teachers, or 64 per cent, ranked their principals as democratic as compared to the 32 per cent ranking theirs as authoritarian, as shown below. Of the total respondents, 65 per cent answered that they had no in-service training program within their own school.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
2. Do you have an in-service training program within your own school? If so, how is it handled in your school?	32	64	4

Curriculum revisions. Concerning this item, 13 per cent of the teachers considered their principals to play inactive roles while 19 per cent considered their principals to be authoritarian. The greater percentage (68 per cent) of teachers ranked their principals as democratic regarding this task, as shown on the following page.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	
3. In what way are curriculum revisions made in your school?	19	68	13

Scheduling of classes. Only 2 per cent of the teachers working in a departmentalized program ranked their principals as inactive in regard to this task. However, the remaining 98 per cent divided their opinions in this way: 47 per cent ranked their principals as authoritarian; while 51 per cent ranked theirs as democratic in assuming responsibility and making decisions concerning this task. Of the total respondents, 23 per cent answered that they do not have a departmentalized program in their school.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	
4. Do you have a departmentalized program in your school? If so, in what way are decisions in scheduling of classes executed?	47	51	2

Evaluations of present program. In the study of this task it was found that 35 per cent of the teachers considered their principals to play authoritarian roles while 5 per cent ranked their principals as playing an inactive role regarding this task. The remaining 60 per cent of the total respondents



ranked their principal to be democratic regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
5. How are evaluations of the present program made within your school?	35	60	5

Implementation of curriculum workshops. In regard to this task, 17 per cent of the teachers that knew of attempts to initiate workshops within their schools ranked their principals as authoritarian concerning this item, while 11 per cent ranked theirs as inactive. The greater percentage (72 per cent) ranked their principals as democratic in handling decisions regarding any implementation of the workshops. Of the total respondents, 39 per cent answered "no" and 39 per cent answered "I don't know" to the question as to attempts initiated to set up curriculum workshops within their school.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
6. Have any attempts been initiated to set up workshops on curriculum within your school? If so, how were decisions in implementation of the workshop handled in your school?	17	72	11

## II. PERSONNEL IN THE SCHOOL

The resulting data were compiled for questions seven through seventeen of the questionnaire concerning the task related to the personnel in the school.

Orientation of new and student teachers. In the study of this task it was found that 14 per cent of the teachers considered their principals to play inactive roles regarding this task. None of the three types of roles received a majority of teacher choices, with 40 per cent of the teachers ranking their principals as authoritarian and 46 per cent ranking their principals as democratic regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
7. How are decisions concerning the orientation of new and student teachers handled?	40	46	14

Development of staff morale. Regarding this task in the elementary schools, 7 per cent of the teachers regarded their principals to play an authoritarian role while 12 per cent regarded theirs to play an inactive role regarding this task. The greater percentage (74 per cent) regarded their principal to be democratic regarding this task, as shown on the following page.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
8. In what way is high "morale" developed and maintained among the school staff in your school?	7	74	19

Utilization of staff. Concerning this task and decisions relating to it, 5 per cent of the teachers questioned ranked their principals to be inactive, 34 per cent ranked theirs to be authoritarian, and 61 per cent of the teachers ranked their principals to be democratic, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
9. How are decisions concerning the most effective use of professional and non-professional staff members carried out in your school?	34	61	5

Communication with custodial staff. In response to this item, 9 per cent of the teachers surveyed ranked their principals to be inactive while 40 per cent ranked their principals to be authoritarian regarding this task. A minimum majority (51 per cent) of the teachers ranked their principals as democratic in regard to this task, as shown on the following page.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
10. In what way are the custodial staff informed of building needs and repairs?	40	51	9

Inner school communication. Regarding this task, 5 per cent of the teachers questioned ranked their principals as inactive while 36 per cent ranked their principals as democratic. The greater percentage (59 per cent) of the respondents ranked their principals to be authoritarian regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
11. How are teachers informed of what is going on in their school?	59	36	5

Establishing school standards. In response to this item, 11 per cent of the teachers regarded their principals to play an inactive role while 13 per cent regarded theirs to play an authoritarian role concerning this task. The greater percentage (76 per cent) regarded their principals to play a democratic role concerning this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
12. In what way are playground, hall, and lunchroom standards established?	13	76	11

Planning faculty meetings. Regarding this task, zero per cent of the teachers surveyed responded that their principals played an inactive role while 32 per cent responded that their principals played a democratic role regarding this task. Of the total respondents, 68 per cent responded that their principals played an authoritarian role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
13. In what way are faculty meetings planned?	68	32	0

Assigning children to teachers. In responses regarding this task, 5 per cent of the teachers ranked their principals to play an inactive role regarding this task, 40 per cent ranked their principals to play an authoritative role, and 55 per cent of the teachers questioned ranked their principal to play a democratic role, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
14. In what way are children assigned to teachers each year?	40	55	5

Keeping pupil records. Regarding this task in the elementary schools, 11 per cent of the teachers responding ranked their principals as playing an authoritarian role while 31 per

cent ranked their principals as playing an inactive role regarding this task. A simple majority (51 per cent) ranked their principals as playing a democratic role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
15. How are up-dated records kept on all students?	15	51	34

Applying district "policy on discipline". In response to this item, 14 per cent of the teachers surveyed ranked their principals to play an inactive role while 13 per cent ranked their principals to play an authoritarian role regarding this task. The greater percentage (73 per cent) ranked their principals to play a democratic role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
16. How is the district "policy on discipline" applied in handling individual discipline problems?	13	73	14

Parent-school communications concerning discipline cases. In total responses to this item, 10 per cent of the teachers questioned ranked their principals to play an inactive role while 30 per cent ranked their principals to play

an authoritarian role regarding this task. The remaining 70 per cent of the total respondents ranked their principals to play a democratic role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
17. In what way is parent-school communication carried on in the case of serious discipline problems?	20	70	10

### III. SCHOOL SERVICES AND SCHOOL PLANT

The resulting data of this study were compiled for questions eighteen through twenty-five of the questionnaire used concerning the tasks related to the school services and the school plant.

"Guidance" in the school. In the study of this task, it was found that 10 per cent of the teachers considered their principals to play authoritarian roles while 17 per cent considered theirs to play inactive roles regarding this task. The greater percentage (73 per cent) of the teachers ranked their principals to be democratic regarding this task, as shown on the following page.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>

18. In regard to special problems of individual students, how is some form of "guidance" initiated and followed through in your school?	10	73	17
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Referring pupils to specialized staff personnel.

Regarding this task, 8 per cent of the teachers surveyed ranked their principals to play authoritarian while 11 per cent ranked theirs to play inactive roles in the task of referring pupils to specialized school staff personnel. The greater percentage (81 per cent) ranked their principals to play democratic roles regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>

19. In what way are children referred to the school psychologist for testing or to the school social worker?	8	81	11
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Utilization of library funds. The minority of teachers questioned ranked their principals as playing either authoritarian or inactive roles regarding this task, as follows: 11 per cent rated their principals as authoritarian regarding this task; and 7 per cent rated their principals as inactive regarding this task. The remainder 82 per cent of the teachers questioned ranked their principals as playing



a democratic role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
20. In what way are funds for library services expended?	11	82	7

Utilization and choice of Audio-Visual equipment. Of the teachers responding that they did have an Audio-Visual center as part of their school library facilities, 8 per cent ranked their principals as playing an authoritative role regarding its use and choice of equipment, while 14 per cent ranked their principals as playing inactive roles regarding this task. The remaining 78 per cent of the teachers questioned ranked their principals as being democratic regarding this task. Of the total respondents, 42 per cent answered that they did not have an Audio-Visual center as part of their library facilities in their school.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
21. Do you have an Audio-Visual center as part of your school library facilities? If so, how are decisions made concerning its use and choice of equipment?	8	78	14

Communication concerning new instructional aides and supplies. Regarding this task, 7 per cent of the teachers studied ranked their principals to be inactive and 38 per cent of the teachers ranked their principals to be democratic in making available any information concerning new instructional aides and supplies in the school. The majority of respondents (55 per cent) ranked their principals to play an authoritarian role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
22. How are teachers made aware of new instructional aides and supplies in the building?	55	38	7

Choosing building furniture and equipment. In the study of this task it was found that 3 per cent of the teachers considered their principals to play an inactive role while 47 per cent considered their principals to play a democratic role regarding this task. Half of the respondents (50 per cent) ranked their principals as playing an authoritarian role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
23. How have choices concerning additional furniture and equipment in the building been carried out in your school?	50	47	3

Requesting new equipment and supplies. In considering this task 3 per cent of the teachers surveyed ranked their principals as inactive and 29 per cent ranked their principals as authoritative regarding this task. The greater percentage (68 per cent) of the respondents ranked their principals as democratic regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
24. In what way are decisions made concerning requests for new equipment and supplies?	29	68	3

Choosing the most effective utilization of all school facilities. In regard to this task 6 per cent of the teachers surveyed ranked their principals as inactive while 35 per cent of the teachers ranked their principals as authoritarian regarding this task. The majority of respondents (59 per cent) ranked their principals as democratic regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
25. How are decisions made concerning the most effective use of all school facilities (classrooms, library room, cafeteria area, playground, etc.) in your school?	35	59	6

#### IV. COMMUNITY ASPECT OF THE SCHOOL

The resulting data were compiled for questions twenty-six through thirty of the questionnaire concerning the tasks related to the community aspect of the elementary school.

Informing parents of school policy and their obligations toward the school. In the study of this task the writer found that 8 per cent of the teachers surveyed ranked their principals as inactive and 44 per cent of the teachers ranked their principals as authoritative regarding this task. The remaining 48 per cent of the teachers ranked their principals as democratic regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
		<u>Per Cent</u>	
26. How are parents informed of school policy and of their obligations toward the school their child attends?	44	48	8

Communication between school and PTA. In responding to this item 8 per cent of the teachers questioned rated their principals as inactive while 35 per cent of the teachers rated their principals as democratic regarding this task. The majority (57 per cent) of the teachers rated their principals as playing an authoritarian role in regard to this task, as shown on the following page.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	
27. In what way are communications between school and PTA handled?	57	35	8

Inviting people from the community into the school.

In the study of this task it was found that 12 per cent of the teachers questioned ranked their principals as inactive and 27 per cent of the teachers ranked their principals as authoritarian regarding this task. The greater percentage (61 per cent) of total respondents ranked their principals as playing a democratic role regarding this task, as shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	
28. In what way are people from the community (guests, speakers, groups, etc.) invited into your school?	27	61	12

Community utilization of school facilities outside school hours. The results of the study of this task showed that 11 per cent of the teachers answering that a proposal had been submitted to their school concerning the use of its facilities outside regular school hours ranked their principals as playing a democratic role regarding this task. Some of the teachers ranked their principals as inactive

regarding this task. Therefore, 89 per cent of these teachers ranked their principals as playing an authoritarian role regarding this task. It should be noted that 7 per cent of the total respondents in the study answered "no" and 78 per cent answered "I don't know" when asked if a proposal had been submitted to their school concerning the use of its facilities outside regular school hours. Here are the results in tabular form.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	<u>Per Cent</u>
29. Has a proposal been submitted to your school concerning the use of its facilities outside regular school hours? If so, how was it handled?	89	11	0

Developing a school policy handbook. In this item the teachers were asked if they have a school policy handbook for their own school. Of the total respondents, 31 per cent answered that they did not and 17 per cent answered that they did not know. Of the teachers responding that they did have a handbook for their own school, 3 per cent ranked their principals as playing an inactive role in compiling that handbook while 29 per cent ranked their principals as playing an authoritarian role in compiling the handbook. The remaining 68 per cent of the teachers ranked their principals as

playing a democratic role in compiling the handbook on the policy of that school. The results are shown below.

	<u>Authoritarian</u>	<u>Democratic</u>	<u>Inactive</u>
	<u>Per Cent</u>	<u>Per Cent</u>	
30. Do you have a school policy handbook for your own school? If so, how was it compiled?	29	68	3

#### V. AN OVERVIEW OF THE FOUR AREAS OF CONSIDERATION

Tables I through IV on the following pages indicate the total percentages of teachers ranking their principals' roles as authoritarian, democratic, or inactive, regarding the school tasks considered in this study. The tables I through IV correspond respectively to the four areas of tasks considered, namely: (1) the school curriculum, (2) personnel in the school, (3) school services and the school plant, and (4) the community aspect of the school.

The school curriculum. The first six tasks considered in the study relate to the school curriculum. Few teachers, in this area, considered their principals to play an inactive role, the highest percentage with one task being 13 per cent. The majority of teachers considered their principals to be democratic regarding all six tasks relating to the school

57

curriculum. However, in regard to the task of scheduling of classes, a simple majority (51 per cent) of the teachers with a departmentalized program in their school ranked their principals as democratic while 47 per cent ranked their principals as authoritative regarding this task.

In total percentages for the area of the school curriculum, 27.16 per cent of the respondents ranked their principals as authoritative while 6.67 per cent of the total respondents ranked their principals as inactive. The remaining 66.17 per cent of the teachers questioned ranked their principals as playing a democratic role regarding the area of the school curriculum. These percentages are tabulated in Table I on the following page.

Personnel in the school. Questions seven through eleven of the study relate to the personnel in the school. With the area of the school curriculum, the smallest percentage of teachers ranked their principals to play an inactive role in dealing with school personnel. However, the importance of the development of staff morale is important to the teachers. Teachers ranked their principals as inactive with regard to this task (7 per cent) regarding this task. Also, in regard to the task of keeping pupil records, the "authoritarian" was chosen over "authoritarian" by a simple majority of the teachers.



TABLE I

PERCENTAGES OF DES MOINES ELEMENTARY TEACHERS RANKING  
THEIR PRINCIPALS' ROLES IN MAKING DECISIONS AS  
AUTHORITARIAN, DEMOCRATIC, AND INACTIVE IN  
THE AREA OF THE SCHOOL CURRICULUM

Tasks	Authoritarian Democratic Inactive		
	Per Cent		
1. Curriculum improvements	13	82	5
2. Curriculum in-service within the school	32	64	4
3. Curriculum revisions	19	68	13
4. Scheduling of classes	47	51	2
5. Evaluations of present program	35	60	5
6. Implementation of cur- riculum workshops	17	72	11
TOTAL PERCENTAGES	27.16	66.17	6.67

Again the greatest percentage of respondents rated their principals as democratic in the tasks relating to the area of school personnel, with a few exceptions. In regard to the task of facilitating in-school communication among the school staff, 60 per cent of the teachers rated their principals as authoritative while 36 per cent rated theirs as democratic. Also, in regard to the task of planning faculty meetings,

68 per cent of the respondents rated their principals as authoritarian while 32 per cent rated theirs as democratic. That leaves zero per cent of the respondents ranking their principals as inactive in regard to the task of planning faculty meetings.

The total percentages of responses in the area of the school personnel showed that 31.73 per cent of the teachers surveyed ranked their principals as authoritarian and 11.45 per cent of the teachers ranked their principals as inactive in considering this area. The remaining 56.82 per cent of the total respondents ranked their principals as democratic in handling tasks dealing with the school personnel. These percentages are tabulated in Table II.

School services and the school plant. Questions eighteen through twenty-five of the study relate to the area of school services and the school plant. In regard to tasks relative to this area, the responses to only two of the tasks deviated from the high percentages of rankings by teachers in the "democratic" category. In regard to the task of facilitation: "communication concerning new instructional aides and supplies" 73 per cent of the teachers rated their principals as playing a democratic role regarding this task. Also, exactly one-half (50 per cent) of the teachers rated their principals as authoritarian while 47 per cent of the teachers rated their

TABLE II

PERCENTAGES OF DES MOINES ELEMENTARY TEACHERS RANKING  
THEIR PRINCIPALS' ROLES IN MAKING DECISIONS AS  
AUTHORITARIAN, DEMOCRATIC, AND INACTIVE IN  
THE AREA OF PERSONNEL IN THE SCHOOL

Tasks	Authoritarian Democratic Inactive		
	Per Cent		
7. Orientation of new and student teachers	40	46	14
8. Development of staff morale	7	74	19
9. Utilization of staff	34	61	5
10. Communication with custodial staff	40	51	9
11. Inner-school communication	59	36	5
12. Establishing school standards	13	76	11
13. Calling faculty meetings	68	32	0
14. Assigning children to teachers	40	55	5
15. Keeping pupil records	15	51	34
16. Applying district "policy on discipline"	13	73	14
17. Parent-school communication concerning discipline cases	20	77	10
	31.73	56.62	11.45

principals as democratic regarding the task of "choosing building furniture and equipment".

The total percentages of responses in the area of the school services and the school plant showed that 25.75 per cent of the teachers questioned ranked their principals as authoritarian and 8.50 per cent of the teachers ranked their principals as inactive regarding this area of tasks to be carried out in the school. The greater percentage (65.75 per cent) of the teachers questioned ranked their principals as playing a democratic role regarding the tasks related to the area of school services and the school plant. These percentages are shown in Table III on the following page.

The community aspect of the school. Questions twenty-six through thirty of the study relate to the area of the community aspect of the school. In this area of tasks to be handled in the school, the study showed an increase in the percentage of teachers rating their principals as playing an authoritarian role regarding these tasks. For example, 57 per cent of the respondents ranked their principals as authoritarian as compared to the 35 per cent that ranked theirs as democratic regarding the task of facilitating "communication between school and PTA". The greatest increase is evident when considering that 29 per cent of the teachers of schools in which the task of "community utilization of school

TABLE III

PERCENTAGES OF DES MOINES ELEMENTARY TEACHERS RANKING  
THEIR PRINCIPALS' ROLES IN MAKING DECISIONS AS  
AUTHORITARIAN, DEMOCRATIC, AND INACTIVE IN THE  
AREA OF SCHOOL SERVICE AND SCHOOL PLANT

Tasks	Authoritarian Democratic Inactive		
	Per Cent		
18. "Guidance" in the school	10	73	17
19. Referring pupils to specialized staff personnel	8	81	11
20. Utilization of library funds	11	82	7
21. Utilization and choice of Audio-Visual equipment	8	78	14
22. Communication concerning new instructional aides and supplies	55	38	7
23. Choosing building furniture and equipment	50	47	3
24. Requesting new equipment and supplies	29	68	3
25. Choosing the most effective utilization of all school facilities	35	59	6
TOTAL PERCENTAGES	25.75	65.75	8.50

facilities outside school hours" applied rated their principals as authoritative while 11 per cent of the teachers rated their principals democratic regarding the task. None of the teachers ranked their principals as inactive regarding the task.

The total percentages of responses in the area of the community aspect of the school showed that 44.60 per cent of the teachers surveyed ranked their principals as democratic and 6.20 per cent of the teachers ranked their principals as inactive regarding this area of tasks to be handled in the school. The greater percentage (49.20 per cent) of the teachers surveyed ranked their principals as playing an authoritarian role regarding the tasks related to the area of the community aspect of the school. These percentages are tabulated in Table IV on the following page.

TABLE IV

PERCENTAGES OF DES MOINES ELEMENTARY TEACHERS RANKING  
THEIR PRINCIPALS' ROLES IN MAKING DECISIONS AS  
AUTHORITARIAN, DEMOCRATIC, AND INACTIVE IN  
THE AREA OF THE COMMUNITY  
ASPECT OF THE SCHOOL

Tasks	Authoritarian Democratic Inactive		
	Per Cent		
26. Informing parents of school policy and their obligations toward school	44	48	8
27. Communications between school and PTA	57	35	8
28. Inviting people from the community into the school	27	61	12
29. Community utilization of school facilities outside school hours	89	11	0
30. Developing a school policy handbook	29	63	3
TOTAL PERCENTAGES	42.20	44.60	6.20

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

It was the purpose of this study to determine if the roles of the principal concerning decision-making as perceived by teachers of the Des Moines public elementary schools is of one of three types: authoritarian, democratic, or inactive.

After a review of the related literature, a questionnaire of thirty school tasks was developed. Among these tasks, four areas of concern were distinguished for consideration in the study. These were: (1) the school curriculum, (2) personnel in the school, (3) school services and school plant, and (4) the community aspect of the school.

For each task, the teachers that were surveyed were asked to indicate the role they perceived their principals to play in regard to that task in the following manner:

1. Principal assumes complete responsibility for the task, and usually makes decisions concerning that task by himself.
2. Principal welcomes suggestions by the faculty, is willing to work with them, and together they assume the responsibility of making decisions concerning that task.
3. Principal usually leaves the task for someone else to act upon, playing the least possible role in making decisions concerning that task.



These three roles were regarded respectively as being these three types: (1) authoritarian, (2) democratic, (3) inactive.

In the course of this study the writer found Des Moines teachers surveyed considered their principals to play basically democratic roles in considering tasks related to the school curriculum, personnel in the school, school services and school plant. However, it became to this writer from the results of the study that they considered their principals to play more of an authoritarian role in considering tasks related to the community and the school.

In regard to specific school tasks considered in this study, this writer found that inner-school communications between the school and the PTA are handled by the Des Moines principals in more of an authoritarian than a democratic manner.

An abundance of current literature in the field of education has been written on the importance of group decision-making regarding areas of curriculum in the elementary school. These areas are: (1) in-service training, (2) class scheduling, (3) curriculum improvement, and (4) faculty meetings. In the first of these areas, the majority of teachers had no in-service training program in their school.

one-half of the teachers questioned regarded their principals to handle class scheduling in an authoritarian manner. The vast majority of the teachers had no curriculum workshops suggested to them in their schools. Finally, the majority of principals under consideration handle their faculty meetings in an authoritarian manner.

From the results of the study, this writer found that the majority of the Des Moines public elementary school teachers surveyed consider their principals to play basically democratic rather than authoritarian or inactive roles in regard to handling school tasks.

## II. CONCLUSIONS

From the study this writer concluded:

1. That the Des Moines public elementary school teachers should receive more in-service training than they are now getting.
2. That the Des Moines elementary principals are not sharing enough with their teachers the task of scheduling classes.
3. That the principals are very democratic in sharing with teachers the tasks of improving and revising the school curriculum.
4. That there are not enough curriculum workshops for the teachers.

5. That the responsibility of establishing discipline in the school is shared by both principal and teachers.
6. That the responsibility for inner-school communication is regarded as a task assumed primarily by the principal rather than a shared one.
7. That communications between the school and PTA are not usually a shared task of the staff, but they are assumed by the principal to be his task.
8. That planning for faculty meetings is a task that the principal usually carries out by himself rather than share the responsibility with the teacher.
9. That most of the teachers considered their principals to play basically a democratic rather than either an authoritarian or an inactive role in regard to handling school tasks and the decisions related to those tasks.

### III. RECOMMENDATIONS

The following recommendations for the Des Moines public elementary schools were made from the study:

1. That more in-service training be established in the schools.

2. That teachers be allowed more participation with their principals in the scheduling of classes in their school.
3. That more curriculum workshops be set up in the schools, both "by" and "for" teachers, in order to improve learning in the classroom.
4. That teachers be given greater responsibility for planning and executing faculty meetings in their schools.
5. That a study be made on inner-school and school-community communications with emphasis on:
  - a. The significance of inner-school communication on staff cohesiveness.
  - b. The significance of school-community communication on school-community support.

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## APPENDICES

## APPENDIX A

### QUESTIONNAIRE ON PRINCIPAL ROLES

In the blank to the left of each question below, place the appropriate number, 1, 2, or 3, according to the following descriptions.

1. Principal assumes complete responsibility for the task, and usually makes decisions concerning that task by himself.
2. Principal welcomes suggestions by the faculty, is willing to work with them, and together they assume the responsibility of making decisions concerning that task.
3. Principal usually leaves the task for someone else to act upon, playing the least possible role in making decisions concerning that task.

Please fill in each blank according to the way you perceive the role that your principal plays concerning each topic.

1. \_\_\_\_\_ How are improvements in the present curriculum carried out in your school?
2. \_\_\_\_\_ Do you have an in-service training program within your own school? yes    ; no    . If so, how is it handled in your school?
3. \_\_\_\_\_ In what way are curriculum revisions made in your school?
4. \_\_\_\_\_ Do you have a departmentalized program in your school? yes    ; no    . If so, in what way are decisions in scheduling of classes executed?
5. \_\_\_\_\_ How are evaluations of the present program made within your school?
6. \_\_\_\_\_ Have any attempts been initiated to set up workshops on curriculum within your school? yes    ; no    ; I don't know    . If so, how were decisions in implementation of the workshop handled in your school?
7. \_\_\_\_\_ How are decisions concerning the orientation of new and student teachers handled?

8. \_\_\_\_\_ In what way is high "morale" developed and maintained among the school staff in your school?
9. \_\_\_\_\_ How are decisions concerning the most effective use of professional and non-professional staff members carried out in your school?
10. \_\_\_\_\_ In what way are the custodial staff informed of building needs and repairs?
11. \_\_\_\_\_ How are teachers informed of what is going on in their school?
12. \_\_\_\_\_ In what way are playground, hall, and lunchroom standards established?
13. \_\_\_\_\_ In what way are faculty meetings planned?
14. \_\_\_\_\_ In what way are children assigned to teachers each year?
15. \_\_\_\_\_ How are up-dated records kept on all students?
16. \_\_\_\_\_ How is the district "policy on discipline" applied in handling individual discipline problems?
17. \_\_\_\_\_ In what way is parent-school communication carried on in the case of serious discipline problems?
18. \_\_\_\_\_ In regard to special problems of individual students, how is some form of "guidance" initiated and followed through in your school?
19. \_\_\_\_\_ In what way are children referred to the school psychologist for testing or to the school social worker?
20. \_\_\_\_\_ In what way are funds for library services expended?
21. \_\_\_\_\_ Do you have an Audio-Visual center as part of your school library facilities? yes    : no    . If so, how are decisions made concerning its use and choice of equipment?
22. \_\_\_\_\_ How are teachers made aware of new instructional aides and supplies in the building?
23. \_\_\_\_\_ How have choices concerning additional furniture and equipment in the building been carried out in your school?



APPENDIX B

LETTER ACCOMPANYING QUESTIONNAIRE

1800 Watrous, 33C  
Des Moines, Iowa 50315

April 15, 1969

Dear \_\_\_\_\_:

As an elementary school assistant principal in the Des Moines schools, I am working on a graduate project at Drake University concerning the role of the elementary school principal as viewed by teachers in the Des Moines Independent Community School District.

In order to carry out this study, it is necessary for me to ask elementary school teachers to participate by completing a questionnaire. Administrators of the Des Moines schools have given their approval for the use of this questionnaire.

I would appreciate your completing and returning the attached questionnaire, using the stamped and addressed envelope which is enclosed. Please complete and return the questionnaire as soon as possible, as your participation is essential to the project.

If you would like to have a copy of the abstract of this study when completed, indicate by filling in your address in the blanks provided below, and return with the questionnaire.

Thank you. Maybe I can be of service to you in the future.

Sincerely,

Stephen A. Lipovac  
Park Avenue School  
Des Moines, Iowa

\_\_\_\_\_  
Address